U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Dr. Andrea Anthony

Official School Name: Fred J. Page High School

School Mailing Address: 6281 Amo Road
Franklin, TN 37064-7902

County: Franklin, TN 37064 State School Code Number: 0042

Telephone: (615) 472-4730 E-mail: andreaa@wcs.edu

Fax: (615) 472-4751 Web URL: www.wcs.edu/phs

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Mike Looney Superintendent e-mail: mikel@wcs.edu

District Name: Williamson County Schools District Phone: (615) 472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Pat Anderson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 24 Elementary schools
   (per district designation) 9 Middle/Junior high schools
   8 High schools
   0 K-12 schools
   41 Total schools in district
2. District per-pupil expenditure: 7821

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 8

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	109	100	209
3	0	0	0		10	110	120	230
4	0	0	0		11	120	107	227
5	0	0	0		12	103	115	218
							Total in Applying School:	884

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
5 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
92 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	30
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	62
(4)	Total number of students in the school as of October 1, 2009	868
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 8

Number of languages represented, not including English: 5

Specify languages:

Arabic, Afghani, French, Kurdish, Spanish

9. Percent of students eligible for free/reduced-priced meals: 9%

   Total number of students who qualify: 82

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

    Total number of students served: 80

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	1	Orthopedic Impairment
0	Deafness	26	Other Health Impaired
0	Deaf-Blindness	35	Specific Learning Disability
2	Emotional Disturbance	3	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	39	5
Special resource teachers/specialists	6	2
Paraprofessionals	9	0
Support staff	3	1
Total number	60	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	96%	95%	95%	95%
Teacher turnover rate	7%	8%	8%	9%	9%
High school graduation rate	92%	97%	96%	98%	98%

If these data are not available, explain and provide reasonable estimates.

For the 2009-10 graduation rate which is really the 2008-09 graduation rate, the drop was due to the new special education alternate portfolio class and transition to work program. Before this time, we had not had this program (nor this population of students) and these students received a special education diploma which counts as a Tennessee graduation hit against our rate. These student are achieving to their maximum ability and thriving in their program of studies.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	218
Enrolled in a 4-year college or university	78%
Enrolled in a community college	10%
Enrolled in vocational training	4%
Found employment	6%
Military service	1%
Other	1%
Total	**100**%

PART III - SUMMARY

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Page High School is a comprehensive high school of 884 students in Williamson County, Tennessee. The school is located in a rural setting on Arno Road approximately 6 miles from Interstate 65 and the city of Franklin. The school serves six communities: Arrington, College Grove, Nolensville, Rudderville, Thompson Station, and Triune. Page High, home of the Patriots, opened in 1975 as a consolidation of two small county schools, serving grades 7-12 with 850 students. It later became a traditional high school when Page Middle School opened. The school was named for Frederick Jackson Page, Superintendent of Schools for Williamson County from 1899 until 1941.

Our mission at Page High is to provide a safe and nurturing educational climate so that students will develop their skills and become equipped to meet or exceed the educational expectations established by local, state and national standards. Our mission upholds our district's mission of providing exemplary programming which maximizes student development in all areas. Our instruction is delivered by a diverse group of effective teachers evaluated on student performance and the ability to build relationships. We continue to forge strong partnerships with families and our community to enhance student excellence. Our vision is that we seek to empower our students, instructional staff, and community members to achieve their full potential both collectively and individually. Through respect, co-operation, and support we will give each person the courage to improve themselves as they grow with the opportunity to change the world into a better place. Again, we align with our district's vision of becoming a district recognized nationally for our students who excel in academics, the arts, and athletics.

In the spring of 1993, Page was offered the opportunity to participate as one of 25 pilot schools across the state in the Southern Regional Education Board's High Schools That Work (HSTW) program. Since that point, Page High School has undergone a significant and remarkable transformation, partially due to the implementation of the most effective practices of the HSTW program. Some of the elements of reform/structuring include the following: elimination of low level academic courses; modification of course offerings in career and technical areas to increase academic rigor and to meet both current and future needs; establishing extra help networks to provide assistance for all students in meeting the school's higher academic expectations; implementation of community outreach and parent volunteers; expansion of the guidance/counseling program to include an emphasis on developing a 6-year plan of study and career focus, broadening the involvement of parents and faculty in the guidance/counseling program, and strengthening programs for at-risk students; and, finally, the implementation of a comprehensive program for teacher selection and training.

The results of this reform are reflected in the numerous national and state awards bestowed upon Page High School. These awards include the following: A+ Governor's Award for Excellence in Education, High Schools That Work Outstanding Achievement Award and yearly grants for professional development, Beacons of Excellence, and the New American High School National Showcase Site. We are honored for our newest nomination to receive the Blue Ribbon status based upon our high performance on state assessments. Page has recently celebrated our six time Marching Band State Championship, our five time State Volleyball Championship, our nationally ranked JROTC program, and our 6th in the nation Future Farmers of America (FFA) winner.

An additional graduation requirement at Page is our Senior Community Service Project. Our students volunteer many hours of service in our community, forming partnerships with local non-profit business leaders. These business leaders are then invited to our Senior Project presentation event where they are able to hear how our students will use their service experiences to become productive leaders in our community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Page High School serves students in grades 9-12 and uses all state mandated assessments to measure the growth and achievement of all students. According to the Tennessee State Report Card using the NCLB guidelines, Page High has maintained "good standing" status for the last five years indicating sufficient progress toward meeting proficiency for all students in reading/language and mathematics. Graduation and attendance standards have also been met. The information regarding assessment is available on the Tennessee Department of Education's website www.state.tn.us/education. Tennessee has recently established a new baseline with the launching of the Tennessee Diploma Project (TDP). Our more rigorous curriculum and graduation requirements became effective this year for the 2010 report card. The TDP has provided a broad overhaul of standards and curriculum designed to challenge students and better prepare students for college and the workforce, which will result in new and more rigorous assessments. Gateway exams are replace by end-of-course exams that test the mastery of expectations leading to college and work readiness. The overall assessment system includes the PLAN test for 10th graders and the ACT test for 11th graders. Achievement standards for the 2009 and before report card had three levels: advanced, proficient, and below proficient. With the 2010 new achievement standards, Tennessee has moved from "minimally proficient" to "mastery" of rigorous content as proficient. We now have four levels: advanced, proficient, basic, and below basic.

On the ACT test, our students in 2010 scored a 22.1 composite score which is 2.5 points higher that the state composite of 19.6. Over the past five years, our composite score has improved almost by 2 points. Within the last year, our students have increased their score in each area (English, Mathematics, Reading, and Science) by 1 to 1.3 points. Our teachers constantly monitor this progress and the students' college readiness.

On the 2010 state mathematics assessment (Algebra I), 96% of our students with disabilities scored advanced and proficient. Our economically disadvantaged students are also scoring high, with 90% scoring advanced and proficient on the Algebra I state test. On the 2010 state report card, in both mathematics and language arts, 97% of our student performed advanced and proficient. On the language arts assessment, 88% of both our students with disabilities and economically disadvantaged students performed at the advanced and proficient levels. On academic value added growth, we received all ratings of "above" on status performance on the end-of-course tests, TCAP Writing, and the ACT.

On the 2009 report card, 98% of our students performed advanced and proficient on both the mathematics and language arts assessments. On the 2009 report card, we see the only year with a gap of percentage points scored for our special needs students in mathematics. These students scored at the 77% passing rate for advanced and proficient levels. To close the gap, as our 2010 report card shows, we added Carnegie Algebra I to support our curriculum and daily tutoring. The 2010 report card does reflect that our special needs students are now at a 96% passing rate for the advanced and proficient levels. On the 2008 report card, 100% of our students scored advanced and proficient on the mathematics test while 99% passed the language arts test. In 2007, 98% passed both the math and language arts assessments. In 2006, 99% passed the mathematics test and 97% passed the language arts test. As one can see, we continue to have high success rates on both the mathematics and language arts assessments. This is due to the emphasis in these areas across the curriculum. Every teacher supports the test standards and uses the data in their decision-making process to ensure academic achievement.

Currently, the Tennessee Department of Education only has one area in mathematics that is measured. This is the Algebra I End-of-Course Test. This mathematics course is taken by all freshmen and is the lowest level of mathematics available. For language arts, we have tests in English I, English II, and English III TCAP Writing. However, there is not an assessment for the English IV curriculum. The state

combines the tests for English II and the TCAP Writing to determine the overall reading achievement for each school.

2. Using Assessment Results:

Page High School uses both local and state data to drive improvement and to make informed decisions on teaching. We analyze our performances on the state assessments, such as ACT, PLAN, TCAP Writing, Gateway, and End of Course tests, to help us identify gaps between our school's performance and AYP/state targets. Low performance areas help us to set priorities for our school improvement goals. Our teachers assess the indicators they are responsible for teaching on a continuous basis so that they know where their students are at any given time in relationship to those indicators being monitored. Our teachers ask these three questions regularly: 1) where are my students; 2) what evidence do I have to know that; and 3) what do I plan to do about it? The focus on accountability and standards has driven a more structured and collaborative examination of student work. The examination focus has shifted from a summative evaluation of student performance in order to a diagnostic evaluation of student performance to inform instruction.

No single assessment tells us all that we need to know to make well-informed instructional decisions. We use multiple data sources. We collect and utilize an enormous amount of data on students' attendance, behavior, and performance, as well as administrative and perceptual data from surveys. Our teachers examine student work samples because it often points directly to a specific academic standard. This helps the teachers to see where students are struggling to understand a concept. Using the available data sources, our teachers learn a lot about students' reading skills and difficulties.

Our teachers are well versed in data literacy, which enables them to have a basic understanding of how data can be used to inform instruction. They use the cycle of inquiry to illustrate the basic steps in the application of data to inform instructional decision-making. This cycle includes: 1) conduct assessments, 2) obtain relevant data, 3) analyze data, 4) determine conclusions, 5) plan instruction, and 6) implement instruction. These six steps help our teachers in planning, implementation, assessment, and revision of instruction. Our teachers also use information from our district data warehouse. This allows our teachers to look at data from multiple operational systems across multiple dimensions, including time. We use this system because it has the advantage that it can import and analyze data from a variety of other systems that cannot otherwise communicate with each other.

3. Communicating Assessment Results:

Page High School is constantly communicating assessment results and standards to our stakeholders. Parents and community members who understand and support standards help their children meet high expectations of performance. We create these ties with parents by keeping them informed about their student's progress. This can be handled by phone, email, or parent-teacher conferences. Our educators explain to the parents how they can help their student budget homework time and provide assistance on school work. Also, we have used focus groups, polling services, public meetings, emails, and study circles to help reach our stakeholders. Keeping them informed in student friendly terms and giving visual reference examples helps in the clarification process. Through our school improvement process, we have found that inviting parents and the community to identify academic goals, standards, and progress measures lets students know that this is a priority for the community, too.

Data is meaningless and can be misapplied if not properly contextualized. Tennessee provides a school report card that assigns letter grades that can be used to compare a school's performance with other schools. We send state created pamphlets to the parents for an additional interpretation of the data. The student's transcript, as a permanent record, shows the student's gradual academic growth pattern over time. This is used for a talking point. Our PTO (Parent Teacher Organization) hosts meetings that serve as an additional source of discussion on achievement. The PTO provides a fall and spring parent newsletter with achievement updates. Parents are able to sign up on Parent Connect so that they can see their student's mastery of standards twenty-four hours a day through this computer program. The local

and state newspapers display important data snapshots. They provide a comparison for both local and state-wide achievement. We hold celebration times and invite the local media to help us celebrate the performance and achievement milestones of our students. Parents are able to meet with their student's counselors and administrators to ask any additional clarifying questions.

4. Sharing Lessons Learned:

Page High School has been sharing our successful strategies for many years. Through High School's That Work, our administration and faculty has presented on many topics, such as: senior project, not yet grading, inclusion strategies, advisor/advisee programs, career and technical programs, and student achievement. We have had many visits to our school to learn more about our well-known inclusion model that yields high achievement for our special needs population. We have shared these strategies with the following schools/systems in Tennessee: Riverdale High, Rutherford County, Dickson County, Haywood, Clarksville, Tullahoma, Blackman High, McGavock High, Collierville, Oak Ridge, Smyrna High, and Clay County. We have also shared our inclusion strategies with four out-of- state groups: Grace County and Trigg County in Kentucky, Phoenix System in Arizona, Huntsville, Alabama, and the Boston System in Massachusetts. From within our district, we have shared our student achievement success with all of our high schools. We have had teacher visits from three of our high schools and one visit from a middle school in our district. These schools have visited to discuss successes in Language Arts, Algebra, and Biology.

Visiting schools have asked us to share how we handle staffing for special education teachers and teacher assistants, how we differentiate instruction, what the role is of the shared teacher, support strategies for the at-risk students who are not under the special education umbrella, enrichment activities, HSTW best practices used, and literacy support. This has all been possible through our networking and benchmarking with other schools.

Our Counseling Department has presented at both Vanderbilt University and Middle Tennessee State University about our school and achievement. Our Science Department has presented at the NSTA (National Science Teachers Association) on Incorporating Engineering into the Biology Curriculum. Our English Department has presented on the new state standards and alignment to the English curriculum at the district level. Our Wellness Department has presented at the TAHPERD, Tennessee Association for Health, Physical Education, Recreation, and Dance, on physical education issues, and Frisbee golf techniques. They have presented at Tennessee Technology during their summer teachers conference, as well as Cookeville Technology and Austin Peay University. Our gifted teacher has presented at several district and local meetings on the effects internships have on high school students and the mentoring businesses.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Page High School is aligned with the goals and standards of Williamson County Schools and the Tennessee State Department of Education. These curriculum requirements are used in benchmarking for success and engaging in content with elevated standards. Course offerings are based on three levels: 1) advanced placement (A.P.) college level courses with core curriculum designed to earn college credit through the successful completion of the A.P. test in that area; 2) honors level courses designed to provide a greater challenge and cover material deeper and at a faster pace than standard; and 3) standard level courses based on high standards in each discipline area. Page High's faculty is 100% highly qualified to teach in their specialized subject fields.

Our school's goals for student learning include communication skills, expanding and integrating knowledge, thinking and reasoning skills, consistency of effort, refinement of skills, creativity and coherence of expression, active listening, and the development of deep content understanding. Our teachers use nine week pacing charts to ensure implementation of content and performance indicators.

The Visual and Performing Arts Program encompasses art, music, and theatre. The focus is on developing creativity, imagination, and communication. Page offers Visual Arts I-III and students continue their study through attending the Governor's School for the Arts. The art classes focus on drawing, designing, painting, printmaking, sculpturing, and art history. Band I (wind ensemble), II (symphonic), III (percussion), Band IV (jazz band), music history, and A.P. Music Theory are offered. Band students are able to perform in the marching band and winter drum line at the local, state, and national levels. Theatre Arts I, II (performance history), III (theatre performance), and IV (advanced performance) are offered. These students participate in the fall play, spring musical, and talent shows.

Our Wellness Program offers daily instruction in physical activity and nutrition as supported by our Tennessee Healthy School's Program. Our program includes first aid and safety, nutrition, fitness, and disease prevention. The courses offered are lifetime wellness (physical education and health), weights and kinesiology, Physical Education II, and JROTC I-IV. These courses focus on the whole person in which the mental, physical, and social components are connected with the intent to achieve balance in a students' life.

Our Foreign Language Program offers instruction in A.P. Spanish I-IV, A.P. Latin I-IV, and French I-III. The world language teachers provide focus on speaking, writing, translating, and reading. Students achieve fluency through continuous practices on conversational techniques. Students are able to obtain college credit through the A.P. level coursework.

Our English/Language Arts Program presents the learning targets through vertical teaming strategies. This is to ensure that both grade and course level expectations are obtained. The course offerings include English I-IV, A.P., great books, and creative writing. The courses are focused so that students gain the necessary skills to be successful communicators. The foundation of the curriculum standards for all English courses includes the content standards of language, communications, writing, research, logic, informational text, media, and literature.

Our Mathematics Program focuses on critical thinking skills and real world situations. Carnegie Algebra I computer program is also used to assist the students who are performing below grade level proficiency. The program provides remedial support and real world applications using mathematics. Offerings include Algebra I, Honors Geometry, Honors Algebra II, advanced algebra and trigonometry, Honors Pre-Calculus, A.P. Calculus AB, A.P. Calculus BC, and A.P. Statistics.

Our Science Program focuses on cross-curriculum emphasis on engineering, mathematics, and technology. Laboratory and hands-on activities are used at all levels to assist in the depth of the content. Course offerings include Physical Science, A.P. Biology, A.P. Chemistry, Honors Anatomy and Physiology, ecology, and A.P. Physics.

Our Social Studies Program focuses on interpreting primary source documents and historical recognition. Students are asked to interpret charts and tables and use their mathematics skills. Courses include Honors World History, A.P. Human Geography, A.P. United States History, A.P. European History, A.P. Economics, contemporary issues, ancient and modern history, personal finance, psychology, and Honors United States Government.

Our Career and Technical Program offers courses and post-secondary licensing opportunities in manufacturing construction, agriculture, media technology, marketing education, drafting, family and consumer science, health care, and technology engineering education. The students gain hands on opportunities and compete at the local, state, and national levels in the clubs of their content area. The students also have cooperative opportunities (co-op) within the community to gain a better understanding of the world of work.

Technology is utilized daily to reinforce classroom instruction in all academic areas. All students have access to computers through the computer labs. Programs such as Carnegie Algebra I and PLATO Learning are used to reinforce concepts and skills in the classroom. These research based programs provide data that is used to identify areas of need.

2. Reading/English:

Page High School's remediation programs for students reading below grade level include the Wilson Reading Program. This program is a research-based reading and writing program that allows for differentiated instruction. It deals with encoding (spelling) with phoneme segmentation. The students who are candidates for this program are those who are unable to decode accurately; slow readers who lack fluency; those who guess at words; poor spellers; those who are able to speak and understand English, but are not able to read or write it; and those with a language-based learning disability. We are also a full inclusion school which allows all students to gain content with the assistance of a student support staff member.

Teachers collect information about students who have been identified as reading below their grade level according to the state tests. They gather work samples, tests, observations and information from parents. The teachers create small, homogeneous groups of students and provide a book activity that focuses on literacy. Teachers promote vocabulary learning by focusing on terminology in the state curriculum. They also work with the librarian to ensure lexile measured books are available for the struggling students. Teachers have students read aloud to improve listening abilities, concentration skills, and comprehension. This helps students to understand story structure, syntax, and grammar. Students are asked to write their own stories because a foundation in reading is essential to communication through writing. Our goal is to build the confidence and self-esteem and create an enjoyment of reading.

Teachers work on note taking techniques to pinpoint essential themes and self-questioning strategies to analyze the text. The English I-IV curriculums focus on literature, grammar, and writing. To help students improve their reading comprehension, strategies such as brainstorming are used. This is so that students can identify what they already know about a topic before reading it. Our teachers also use vocabulary front loading where they go over difficult vocabulary before reading and encourage students to define the words in their own words. Students use the Cornell-note taking strategy where they write their key words in one column and the definitions in the other column. They use text structures by reading headings and illustrations to make connections on clues about the text. They also analyze the author's purpose in writing to identify fact versus opinion.

3. Mathematics:

Page High School's Mathematics Department works to help students achieve their potential by following the Tennessee State mathematics standards. Knowledge is gained by teaching problem solving skills, higher level thinking skills, and real life mathematical applications. Students work both independently and with their peers. Peer tutoring has been effective by pairing students who are at a higher math level with those who are below level. The teachers work collaboratively to bridge the gaps between grade levels and subgroups.

The use of Carnegie Algebra I and Plato Learning has been beneficial in closing these gaps. Features of the Carnegie Cognitive tutoring software is that it differentiates instruction to address each student's unique needs. It uses the mastery learning model and multi-step problems. It provides continuous formative assessment and gives immediate feedback and reinforcement. Teachers are able to use the detailed reports for analyzing student progress. The Plato Learning program helps students with skill gaps that require intervention and remediation.

All of our Algebra I students with a below basic or basic scoring on their 8th grade state test are placed in a computer lab setting twice a week. These students use the Carnegie Algebra I during this time and are supervised by their Algebra I teacher. The student receives daily instruction in their Algebra I class. These teachers work with the inclusion teachers to provide additional re-teaching and tutoring support during the student's study hall period. We also have the Plato Learning Lab available each class period and after school for any students needing to reinforce their skills.

Students who are not performing at grade level are placed into math certified teachers' study halls and, often times, their own math teacher's study hall. This additional time with their teachers helps students to begin their homework while their teacher is able to check that the proper process to solving the problems is being met. Sometimes the student just needs to ask a clarifying question or two to get a jump start on their practice problems. These strategies have helped our students' confidence in solving problems and literacy in general.

Additionally, students who are below grade level are assigned to an elective course entitled Technology Based Intervention. During this class time, students work with math teachers using a variety of instructional methods to enhance their core math class. They work on real world applications, critical thinking, and answering in complete sentences.

4. Additional Curriculum Area:

Page High School's Social Studies Department supports the essential skills necessary for student achievement and our mission statement. Our mission is to provide a climate that will develop students' skills and become equipped to meet or exceed the educational expectations established by local, state, and national standards. Social studies is not just about facts and dates. It provides a map of where we are and where we are going. It determines how we speak, think, and act with each other. Students are able to see the way actions and decisions create consequences of these events. We, as a society, use these guides to avoid mistakes of the past and create a better future. As we tell the students, unless one knows history, he or she is doomed to repeat it.

The study of social studies promotes civic competence. It provides systematic study of other disciplines, as well as content from the humanities. Our teachers expect our students to meet our mission of making informed decisions as citizens. Our teachers organize their material around these themes: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideas and practices.

The social studies teachers use research-based classroom strategies that are grounded in higher order thinking skills, problem-solving, and real world connections for all students. Our teachers emphasize

student ownership of learning through connecting the content and content standards to employability and post-secondary education. They promote positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area. They provide opportunities for students to teach and challenge each other through planned, co-operative peer interaction. Communication is key in the content being presented through activities, proven methods, and materials. These items are specific to the subject and are differentiated for diverse learners.

5. Instructional Methods:

Page High School's instructional methods are based on the individual needs of students. All special education students are in inclusion classrooms that have special education faculty and the regular education teacher in the room. The team provides the needed accommodations and modifications based on the students' individual disability. This strategy is used to meet the student's core academic needs.

Our teachers know that differentiated instruction means starting where the students are academically and being a responsive teacher, not a one-size-fits-all approach. Our teachers proactively plan a variety of approaches to what students will learn and what they need to learn. This helps the students to increase the efficiency of their learning. Student motivation and persistence increases when they work with topics of personal interest. They are more engaged and productivity is higher. Our teachers use Bloom's Taxonomy of Cognitive Educational Outcomes to design projects around the content, process, and product that meet the needs of all levels of students. The teachers' strategies are based on three bodies of research when differentiating to meet the needs of subgroups: brain-based research, learning styles and multiple intelligences, and authentic assessment.

Often times, students need modified time adjustments for testing and compacting of assignments. Students are able to have their tests read aloud, have shortened tests, use manipulatives, and have copies of class notes provided. There are extra grading opportunities, too. Students are able to take breaks during tests and may select to test in a small group setting. Study guides are provided and a handbook/agenda is provided for organization skills. Supplemented aids and services include enlarged print materials, adaptive keyboards, tape recordings, and special transportation.

Computer based remediation programs are used to help our at-risk students. These students are placed into study halls with re-teaching and tutoring opportunities. Tutoring is provided both by the students' peers and teachers.

ELL (English Language Learner) students are involved in pull out programs to assist in literacy and mathematics. These students face the challenge of mastering a new language while learning subject area content. They are fully involved in our inclusion program.

6. Professional Development:

Page High School provides many professional development opportunities that are researched-based. Teachers are provided with best practices implemented through the High School's That Work network. Our departments meet every Monday for an hour before school to work on vertical teaming. Subject area department meetings are used to work on scope and sequencing, data usage, teaching/integrating technology strategies, and sharing of student work all with the focus on student achievement. We also meet in grade level teams. These are called W.I.N. periods, which stands for What's Important Now. They discuss grade level items, cross curriculum opportunities, ACT practice, guidance/counseling issues, career inventory, and post-secondary opportunities.

These meetings are to help our teachers align the standards and help our students access the curriculum. We use data walks to show our teachers how our students perform in all tests. This helps us to determine where to improve our instruction. We are also able to celebrate our strengths. Our technology coach is

available to assist each teacher with their individual teacher technology improvement plan. This coach helps teachers to access new sites with the goal of student academic success and involvement.

Within our district, twice a year, our teachers meet with other teachers who teach the same subject area content. They work on nine week scope and sequencing, county wide common comprehensive examinations to ensure accountability across our district, and teaching strategies. Training is also provided on remediation and enrichment through the usage of computer software. Teachers are able to share state and federal policies, changes in individual education program policies, and listen to speakers on legal issues. There is follow up on inclusion strategies so that student support teachers are aware of the curriculum standards in each subject area. We discuss district gains and losses in achievement and strategies for improvement. Teachers and administrators then take the information back and share it with the faculty.

7. School Leadership:

Page High School's leadership philosophy is that leadership is a responsibility shared by all. We must lead each other down the path of success for student achievement. The principal and the two assistant principals are the instructional leaders of the school. The administrative team works closely together to promote the educational well-being of each student. As effective leaders, the administration instills in the staff the desire to learn what is necessary to help our school reach the mission. Empowerment, inclusion, and ethics are essential. Administrators are responsible for the learning community and are perpetual learners themselves. The team is actively engaged in the school improvement process and making sure that Page High's vision is the number one priority of any decisions made. Administrators believe that all students can learn and will demonstrate the high expectations that are set for them.

The role of the principal is to be a leader of educational change. The principal illustrates this with her vision and belief that the purpose of the school is students' learning. The principal is a visionary leader who listens and communicates effectively. She is proactive and willing to take risks. She fosters open dialogue and professional inquiry within the context of improving student achievement. The principal develops and fosters a school climate that supports and enables teachers to do the core work of the school. A culture that promotes training and continuing dialogue about best instructional practices is established for substantive change in student achievement. This culture is built upon a foundation of accountability and data driven results.

The school's leadership makes sure that all of our resources and systems are aligned to support the district's focus on instruction and student achievement. Students are encouraged to take pride in their school and the community is made to feel welcome as partners. The administration protects instructional time and encourages teachers to be creative and try new methods. Money is allocated to provide the instructional support materials, along with diagnostic tools and research information. The leadership team ensures that policies and programs all are directed toward student achievement through reviewing and updating school policies and being involved in district policies. The open door relationship is always key with the teachers and students, as well as central office personnel.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Algebra I

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	87	89	100	100	75
Advanced	0	58	70	69	42
Number of students tested	37	26	15	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	82				
Advanced	0				
Number of students tested	15				
2. African American Students					
Advanced & Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient	100		100	100	
Advanced	0		17	60	
Number of students tested	10		10	10	
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	93	91	100	100	80
Advanced	0	57	68	69	50
Number of students tested	29	21	10	10	10

NOTES: Algebra I is a 9th grade course. Only those students who are coming in without the credit or students who are repeating the course take it in grades 10-12.

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: English II

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	97	100	100	100	100
Advanced	21	97	97	93	90
Number of students tested	220	217	215	215	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	95	100		100	100
Advanced	0	83		100	80
Number of students tested	29	18		15	15
2. African American Students					
Advanced & Proficient		100	100	100	100
Advanced		83	100	80	40
Number of students tested		12	10	10	10
3. Hispanic or Latino Students					
Advanced & Proficient	100			100	
Advanced	50			100	
Number of students tested	10			10	
4. Special Education Students					
Advanced & Proficient	100	100	100	100	
Advanced	6	61	69	63	
Number of students tested	17	18	15	15	
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	97	100	100	100	100
Advanced	21	98	97	93	91
Number of students tested	197	198	190	190	189
NOTES:					

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Algebra I

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	0	88	80	83	0
Advanced	0	56	20	42	0
Number of students tested	0	16	10	11	0
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient					
Advanced					
Number of students tested					
2. African American Students					
Advanced & Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient		83	80	78	
Advanced		58	20	44	
Number of students tested		12	10	10	

NOTES: Algebra I is a 9th grade course. Only students who come into our school without the credit or students who have failed the class take it in grades 10-12.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: TCAP Writing

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	97	93	96	93	93
Advanced	52	42	46	46	42
Number of students tested	219	222	220	220	220
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	75	93	78		
Advanced	25	14	11		
Number of students tested	20	14	10		
2. African American Students					
Advanced & Proficient	83				
Advanced	33				
Number of students tested	12				
3. Hispanic or Latino Students					
Advanced & Proficient			80	100	
Advanced			20	33	
Number of students tested			10	10	
4. Special Education Students					
Advanced & Proficient	78	58	90	56	
Advanced	17	0	15	6	
Number of students tested	18	12	10	10	
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	98	93	97	94	93
Advanced	54	42	47	47	42
Number of students tested	200	206	205	203	204
NOTES:					

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 12 Test: Algebra I

Edition/Publication Year: Pearson 2005-1010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	0	100	100	70	82
Advanced	0	20	40	20	36
Number of students tested	0	5	10	10	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient					
Advanced					
Number of students tested					
2. African American Students					
Advanced & Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient			100	67	75
Advanced			40	17	50
Number of students tested			10	10	10

NOTES: Algebra I is a 9th grade course. Only students who enter without a credit or students who are repeating the course take it in grades 10-12.

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 12 Test: not a 12th grade test

Edition/Publication Year: not an edition Publisher: not a publisher

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	1	1	1	1	1
Advanced	1	1	1	1	1
Number of students tested	1	1	1	1	1
Percent of total students tested	1	1	1	1	1
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient					
Advanced					
Number of students tested					
2. African American Students					
Advanced & Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6.					
Advanced & Proficient					
Advanced					
Number of students tested					
NOTES: TN does not have a senior level assessment for language arts. TN lumps the English I, English II, and English III TCAP Writing Tests into a 9-12 reading assessment.					

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Algebra I

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	100	99	100	99	100
Advanced	43	97	91	92	89
Number of students tested	143	114	115	115	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	100			100	100
Advanced	47			100	100
Number of students tested	15			15	15
2. African American Students					
Advanced & Proficient	100		100	100	
Advanced	42		91	80	
Number of students tested	12		12	12	
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient	100		100	100	
Advanced	14		36	67	
Number of students tested	14		14	14	
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	100	99	100	99	100
Advanced	42	98	91	93	88
Number of students tested	123	104	100	100	100

NOTES: Algebra I is a 9th grade course. Only students who have moved in without the credit or students who are repeating the course take it in grades 10-12.

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: English I

Edition/Publication Year: Pearson 2005-2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	98	100	100	100	100
Advanced	20	85	77	70	67
Number of students tested	223	214	215	215	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	100	100		100	
Advanced	0	53		21	
Number of students tested	10	15		10	
2. African American Students					
Advanced & Proficient	100		100		
Advanced	8		57		
Number of students tested	13		10		
3. Hispanic or Latino Students					
Advanced & Proficient				100	
Advanced				60	
Number of students tested				10	
4. Special Education Students					
Advanced & Proficient	100	100	100	95	
Advanced	0	61	29	5	
Number of students tested	16	18	15	15	
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	98	100	100	100	100
Advanced	21	86	79	70	67
Number of students tested	198	196	190	185	195
NOTES:					

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced & Proficient	97	98	100	98	99
Advanced	48	92	89	87	82
Number of students tested	183	161	160	160	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	90	100	100	100	
Advanced	32	75	100	90	
Number of students tested	18	18	18	18	
2. African American Students					
Advanced & Proficient	94				
Advanced	33				
Number of students tested	12				
3. Hispanic or Latino Students					
Advanced & Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced & Proficient	96	77	100	95	94
Advanced	8	54	39	57	59
Number of students tested	15	15	15	15	15
5. English Language Learner Students					
Advanced & Proficient					
Advanced					
Number of students tested					
6. White					
Advanced & Proficient	99	98	100	99	99
Advanced	49	92	90	89	84
Number of students tested	138	128	127	127	145
NOTES:					

11TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient & Advanced	97	98	99	98	97
Advanced	32	78	80	80	60
Number of students tested	197	197	198	197	198
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	88	98		100	
Advanced	7	64		92	
Number of students tested	18	18		18	
2. African American Students					
Proficient & Advanced		96			
Advanced		75			
Number of students tested		10			
3. Hispanic or Latino Students					
Proficient & Advanced	100				
Advanced	48				
Number of students tested	10				
4. Special Education Students					
Proficient & Advanced	88	92	96	89	
Advanced	10	50	46	46	
Number of students tested	15	15	15	15	
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	97	98	99	99	97
Advanced	32	79	80	80	62
Number of students tested	154	154	183	164	198
NOTES:					

11TN4